DOCUMENT RESUME

ED 042 550 24 RC 004 611

TITLE	Rural Shared Services: General Brochure and Information Sheets.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0583
PUB DATE	[69]
CONTRACT	OEC-0-8-080583-4532
NOTE	15p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.85
DESCRIPTORS	Audiovisual Programs, Consultants, Counseling, Curriculum Enrichment, Dropouts, *Education Service Centers, Gifted, Inservice Education, *Instructional Improvement, Library Services, Professional Services, Project Applications, *Rural Schools, School Activities, *School Districts, School Services, *Shared Services, Teacher Recruitment, Telecommunication

ABSTRACT

The brochure discusses the Shared Services Program of the Northwest Regional Educational Laboratory of Portland, Oregon. The program operates on the premise that it can provide additional programs (frequently of higher quality) to rural school districts at a lower per-capita cost. The shared services are conducted through cooperative efforts between 2 or more autonomous school districts. The variety of activities provided through sharing ranges from administrative services to sharing instructional packages; from inservice training for school personnel to sharing of students. The document lists and describes some of the services currently being shared by separate school districts. (EL)

BR 8-0583
PA 24
RC

Rural Shared Services

GENERAL BROCHURE and INFORMATION SHEETS

ED042550

BEST COPY AVAILABLE

RECEIVED
SEP 28 1970
NMSU
E.R.I.C.

[1969]

Rc 004611

Northwest Regional Educational Laboratory

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED042550

Shared Services

RECEIVED
SEP 28 1970
NMSU
E.R.I.C.

- Do your teachers need opportunities to learn new teaching methods?
- Does the cost of teacher recruitment need to be reduced?
- Would your school like to offer more vocational experiences for students?
- Does your school need qualified counselors?
- Do your teachers want more audiovisual materials for their classrooms?
- Does your school offer students the opportunity to take two or three years of science, foreign language or math?
- Has your school provided for gifted students?

How Can Small Schools Do These Things?

A very few years ago, small--usually rural--schools simply could not offer a great variety of instructional programs. However, a recent study of the shared services concept of providing programs to youth in rural areas shows this is no longer necessary.

Briefly, shared services is an "umbrella" term used to describe activities conducted cooperatively by two or more autonomous school districts. In most cases, a small district could not provide the programs alone.

Are Schools Sharing Services Now?

With the development of programed instruction kits, amplified telephones, dial access retrieval systems, flexible/modular scheduling, able-student seminars at nearby colleges, and incentives provided under Title III ESEA, the concept of cooperative effort to provide services for rural youth has made a mighty reach.

The national study of shared services identified 215 such projects in operation.

What Can Be Shared?

The variety of activities provided through sharing ranges from administrative services to sharing instructional packages from inservice for school maintenance personnel to sharing of students. A few of the services currently being shared by separate school districts are:

Attendance Concerns
Public Relations
Health Services
Migrant Youth Services
Social Case Work
Administrative Staff
Personnel Recruitment
Handicapped Children
Speech Therapy
Reading Improvement
Programs for the Able and Gifted
Educable Mentally Retarded
Bus Scheduling
Cooperative Supply Purchases
Early Childhood Education
Art by Telephone
Teacher Aides
Standardized Testing
Computer Utilization
Guidance Services
Vocational Counseling
Inservice for Teachers
Central Office Staff
Research and Survey
Experimental Approaches
Students as Tutors
Mobile Vocational Programs
Media and Materials Preparation
Educational Television
Museum Utilization
Instructional Consultants

What Benefits Result From Sharing?

The study of shared services included interviews with more than 120 persons who could be regarded as knowledgeable about rural education. In exploring the proposition of shared services, the three beneficial results mentioned most frequently were:

1. Shared services tend to involve the "isolated" administrator in finding new solutions to existing problems.

2. Shared services tend to create a renewed interest in education among citizenry of the community.

3. Shared services provide needed educational services for rural youth with no loss of autonomy to the local district.

Evaluation of individual projects showed:

1. Inservice training for teachers was more readily adopted as a desirable practice when districts cooperated.

2. The provision of guidance, counseling and social workers was regarded as significantly more valuable.

3. Teachers showed a greater willingness to accept and deal with new ideas.

4. School boards and teachers became more interested and dependent upon research for curricular and instructional decisions.

5. Significantly greater gains in achievement resulted for students.

What About Cost?

The provision of additional services usually results in additional expenditures by the local district. However, it has been shown that additional services are made available less expensively, and frequently of higher quality, by sharing rather than by individual acquisition.

Through cooperative purchasing, many services now being provided might well be provided at a lower per capita cost. One study indicated savings up to 25 per cent on the purchase of audiovisual equipment and savings of 6 to 12 per cent on cooperative bid buying of school supplies. Thus, presently allocated funds can be reassigned for other priority items.

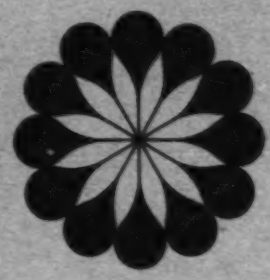
Where Can I Get More Information?

During the past two years, a nationwide study of shared service projects has been conducted by the Northwest Regional Educational Laboratory at Portland, Oregon, with the cooperation of Northern Montana College at Havre, Montana. Supported by the Research Utilization Branch of the U. S. Office of Education, the study was designed to "identify research results and developmental efforts by regional cooperatives, and to evaluate, synthesize, document and translate this information into utilitarian statements."

The results of this study are presented in four reports, which are available through the Educational Resources Information Center (ERIC).

Requests for microfiche or printed copies of reports should be made by document number to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014



Project Report ED 028 885

The report defines rural shared services, describes how they are organized and operated, and assesses their effects.

Annotated Bibliography ED 028 884

The report reviews 68 publications describing rural shared service concepts. These were selected from more than 200 by leaders in rural education who participated in the project.

Location of Shared Services ED 028 88[illegible]

The report provides information on 21 shared service projects in 48 states.

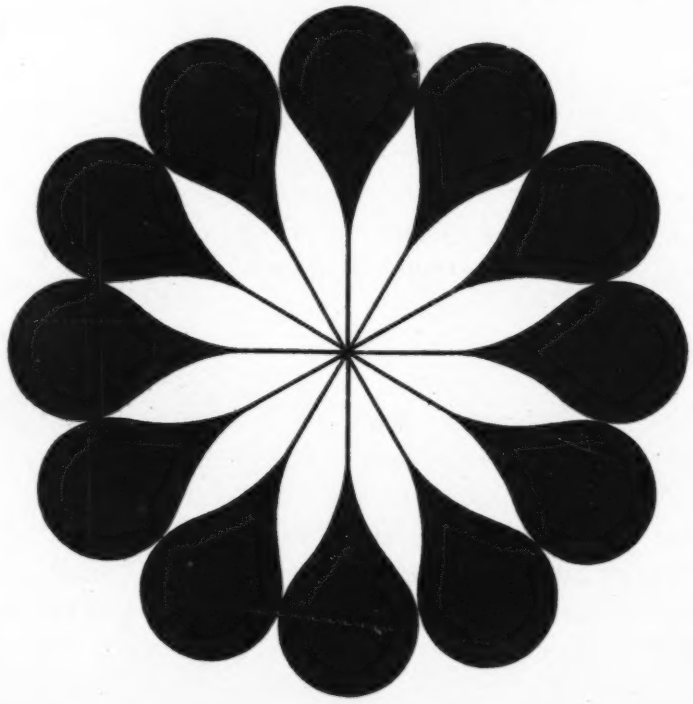
Dissemination Strategies and Devices ED 028 882

The report examines potential methods of disseminating usable information on shared services to school administrators and community leaders.

Dr. Ray Jongeward, Project Director
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Dr. Frank Heesacker, Field Coordinator
Northern Montana College
Havre, Montana 59501

Shared Services
1



Enrichment Programs for Superior Students

Two forms of scarcity confront the educator in a rural area seeking to provide educational programs for superior students:

1. A scarcity of talented students, in total numbers, limits the extent of special courses geared to their needs.

2. A scarcity of educational and cultural facilities locally limits the opportunity to stimulate and challenge superior students.

Thus, the talented students who are found in rural schools, probably in the same proportion as in urban populations, are not likely to fulfill their intellectual promise.

However, programs have been developed to stimulate and challenge the "able" child attending school in a rural area. The more frequent areas of the curriculum receiving attention of existing enrichment programs are the social sciences, literature, fine arts, government and natural science. Many of these programs involve Shared Services.

Enrichment Programs Now in Operation

The Flying Classroom

In the Seattle, Washington, area several schools have jointly provided a "flying classroom" for the study of geography, geology and meteorology.

Saturday Seminars

At Oneonta, New York, the Catskill Area School Study Council has organized a series of "Saturday Seminars for the Able and Gifted." This program directs the student's attention to advanced study in science, math, literature and history.

Bistate Art Program

At Hood River, Oregon, a "bistate art program" provides teacher training as well as enriched student experiences in art. Students are exposed to a nearby metropolitan museum's collection of art. An extended instructional program is provided for students during the summer.

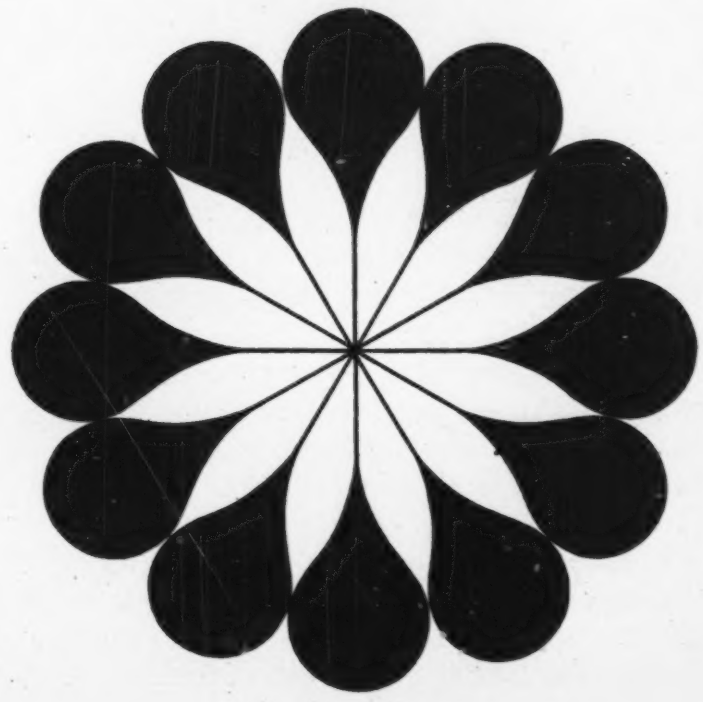
The Yellow Submarine

At Nashville, Tennessee, the "Yellow Submarine" Mobile Science Museum takes the "ocean" to rural communities in the region.

Additional information on Shared Service Projects for the enrichment of superior students is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204



Amplified Telephone Instruction

Distances hinder the use of resource personnel for stimulating students in rural schools. It also limits the availability of personnel to provide a full range of course offerings. Another problem encountered by the rural educator is the opportunity to improve his own skills through extension classes and inservice activities.

Utilization of the amplified telephone, however, can help overcome these limiting factors. It can make the best instructors available to the more remote and isolated classroom teacher.

Several regional projects, particularly the Western States Small Schools Project, have been active in developing the use of the amplified telephone as an instructional aid in schools with limited enrollment. These projects involve Shared Services.

Amplified Telephone Instruction Now in Operation

Art by Telephone

At Mesquite, Nevada, a high school teacher found he can teach art simultaneously to students in eleven high schools in four states by using amplified telephones with coordinated video presentations at each school. As a part of the Western States Small Schools Project, he prepares a filmstrip and mails copies to each school. Through a "conference call" telephone connection and a remote amplifier in each school, he gives directions, provides instruction and carries on a two-way conversation with any student in any one of the eleven schools.

Telephone Lecture Series

At Reno, Nevada, the Western States Small Schools Project conducts a "Telephone Lecture Series" for teachers to upgrade their training. Under the direction of a University of Nevada professor, a course on "Crucial Issues in Education" was presented to personnel in five remote rural communities of the state.

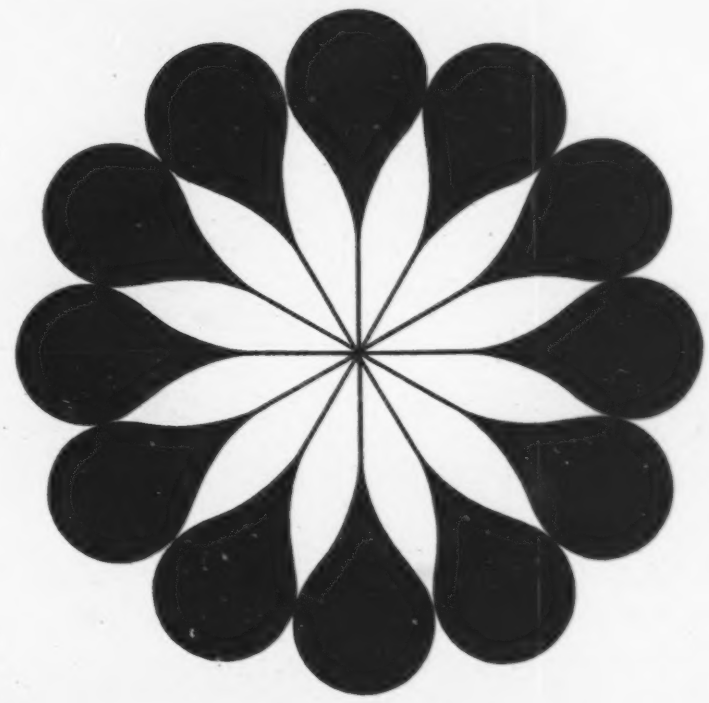
Person-to-Person

At Stamford, New York, students have talked directly to America's astronauts, congressmen and other notables--all through the use of the amplified telephone.

Additional information on Shared Service Projects for amplified telephone instruction is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204



Programs to Prevent Dropouts

Statistics show a large number of rural youth drop out of school--a larger percentage, in fact, than in urban schools. This is attributed to a number of reasons including home environment, personal motivation, opportunity, finances, health problems and adequacy of school programs.

Many school districts are finding effective ways to encourage students to remain in school through projects involving Shared Services--sharing personnel, equipment or facilities. Programs include working with parents in the home, providing consultants to aid the classroom teacher with attendance problems, collecting attendance data and assisting in the identification of "problem areas."

Dropout Prevention Programs Now in Operation

Pupil Personnel Services

In Eastman, Georgia, a Pupil Personnel Director provides services to six school systems. Working directly with parents and students, she has been able to decrease the dropout rate, underachievement, boredom and delinquency. Serving as a consultant, she provides liaison between the school and other community agencies such as the health department, child welfare agency and community action programs. A by-product has been a rise in teacher morale "from knowing someone is available to give needed help."

Migrant Students

In Caldwell, Idaho, the attendance of children of migrant farm workers is receiving special attention at an Educational Development Center. An outgrowth of this project has been the employment of bilingual teacher aides and use of programed materials suited to the needs of migrant youth.

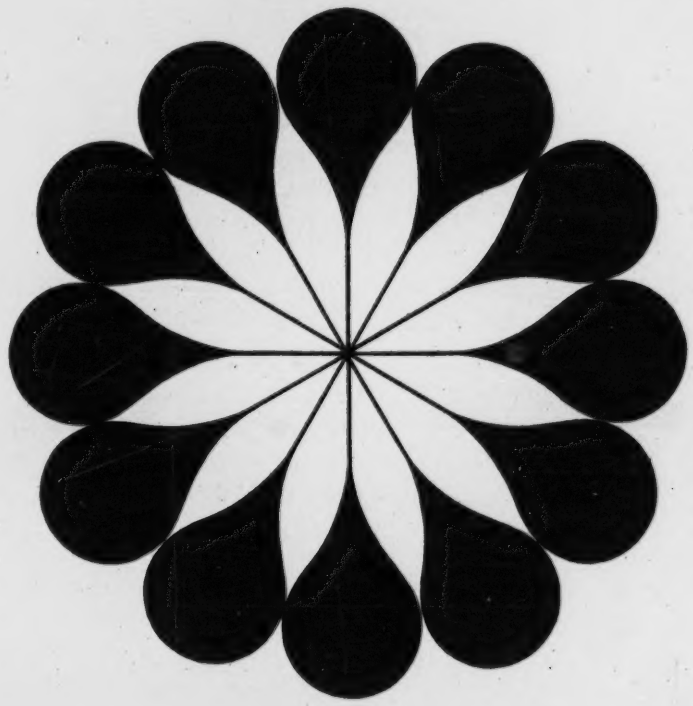
Research Information

In Austin, Texas, the Texas Small Schools Project compiles statistical data to aid many school districts in identifying the extent of the rural dropout problem. By sharing information regarding the students who have withdrawn from school, the Texas Small Schools Project develops profiles of potential "hot spots" and, thus, enables local districts to face the reality of the problem in a knowledgable manner.

Additional information on Shared Service Projects to prevent dropouts is available from

Mr. John Mize
Division of Administrative Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204



Counseling and Guidance Services

A 1968 progress report of public education in America notes that "more than 80 percent of secondary school students have access to guidance counselors." Most of the remaining 20 percent are located in rural areas.

In simplest terms, guidance refers to the activity of teachers and guidance personnel to present students with alternatives for the future within their range of capabilities. Frequently, the distinction is made between "career/vocational" counseling and "academic/behavioral" counseling. Many rural schools are finding it possible to offer both types of counseling through programs of Shared Services.

Shared Guidance Service Programs Now in Operation

Comprehensive Program

In Grand Forks, North Dakota, the Upper Red River Valley Project provides guidance personnel from a central office to serve pupils and teachers in 63 school districts. Services are in five areas:

1. Developing workshops to train school staff members responsible for vocational counseling.
2. Conducting Senior Days for college counselors and industrial representatives to present information on career opportunities to students.
3. Providing consultant services for teachers.
4. Testing and interpreting test data.
5. Providing guidance services for elementary youth.

Elementary Programs

Special elementary guidance programs are underway in Elizabeth, Illinois; Hanover, New Hampshire; Sumner, Nebraska; and Walla Walla, Washington.

Career Selection

Weed and Cloudcroft, New Mexico, have undertaken a special career selection project.

Psychological Services

At Elizabeth, Illinois, a program to provide psychological and referral services is in operation.

Mobile Team

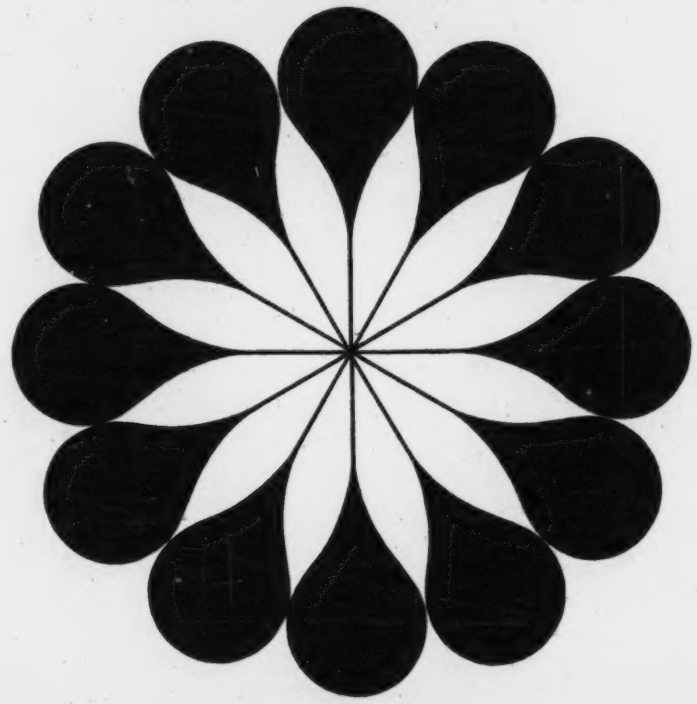
At Harlem, Montana, a shared service project involves a "mobile team" of social workers, remediation specialists and clinical psychologists.

Additional information on Shared Service Projects for counseling is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Shared Services
5



Programs for Exceptional Youth

Approximately 160 of each 1000 students (16 percent) can be placed in the broad category of "exceptional"--those with speech defects and visual impairment, the mentally retarded, hard of hearing, epileptic, crippled and mentally gifted.

Frequently, the special needs of these youth are ignored--a few "exceptions" rarely generate enough concern to provide special programs. In rural areas, particularly, there are seldom sufficient numbers of such youth to make special programs feasible in a single school district. Several contiguous districts, however, are able to correct this situation through programs involving Shared Services.

Programs Now in Operation for Exceptional Youth

Aural Education Center

In Compton, California, eight local school districts established an aural education center to provide services for handicapped children. Operating on a cost exchange basis and pooling problems as well as solutions, the center now provides programs for the cerebral palsied and students with severe visual problems, as well as those with hearing difficulties.

Boarding School for the Handicapped

At Theomopolis, Wyoming, schools in a five-county area established the Big Horn Children's Center to provide special education and training for the handicapped. Financed through local district funds and tuition, the boarding school is designed specifically to deal with the educable handicapped.

Team Approaches

In Olathe, Kansas, and Keene, New Hampshire, "team approaches" to offering effective programs for exceptional children have been developed. Teams include social workers, audiometrists, neurologists, classroom teachers, psychologists and pediatricians. Youth are referred to a team by the classroom teacher. Intensive teacher inservice related to adoption of techniques and materials is an important component.

Mentally Gifted

Programs to assist the mentally gifted have been established by both the Catskill Area Project at Oneonta, New York, and the Texas Small Schools Project at Austin, Texas.

Additional information on Shared Service Projects for exceptional youth is available from

Mr. John Mize
Division of Administrative Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Instructional Television

Television as an instructional medium has received extensive attention, and experience has demonstrated it is appropriate and meaningful.

Instructional programs have been presented in subjects ranging from home nursing to art appreciation. Several programs offer academic credit and, television is utilized for inservice workshops.

Because of the cost of equipment and operation, however, school operated facilities have been concentrated in large districts. Furthermore, geographic isolation of many rural schools does not permit reception of television broadcast stations.

Through Shared Services programs, however, cooperative effort and sharing of costs can make instructional television available to students and teachers in rural areas.

Instructional Television Projects Now in Operation in Rural Areas

Cooperative Programing

In northwestern Wisconsin a nonprofit cooperative called Cooperative Education Service Agency 9 was formed as an economical way to provide seven and a half hours daily of instructional broadcasting for public and private schools. A teachers' committee establishes the year's schedule of programs "gleaned from the best planned and produced in America today."

Cable Distribution

In Umatilla County, Oregon, schools cooperatively developed a broadcast studio and cable distribution system to permit the 22 schools in two counties to receive the state operated television channel. Five hours of programing per day are now available in an area which could not previously receive television programs because of terrain and distance.

Parental Involvement

At Stamford, New York, the Supplementary Educational Center installed microwave translators to involve parents as well as students.

Early Childhood Education

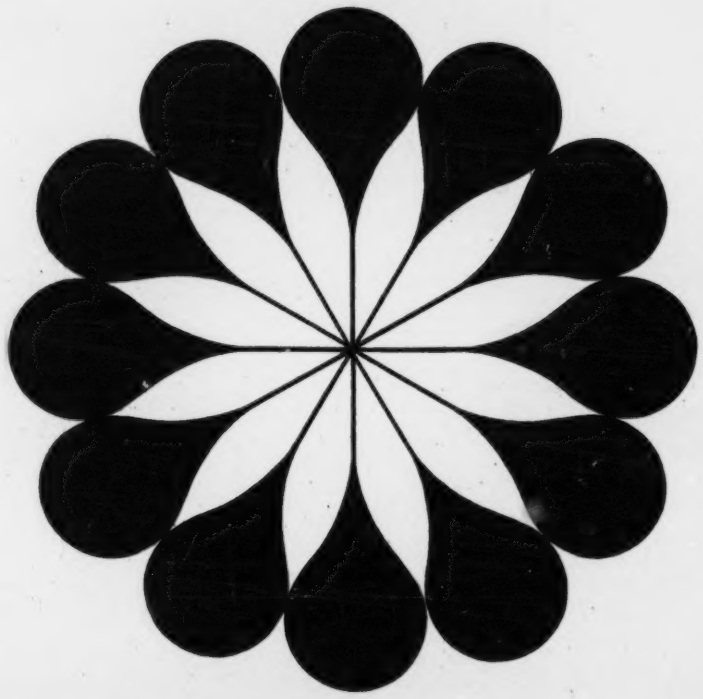
Recognizing the need for early childhood education in the area, the Appalachia Regional Educational Laboratory utilizes mobile classrooms to bring televised instruction to preschool and primary youth in rural villages. Early childhood education specialists visit mothers in the homes to provide support for children participating in the educational program.

Additional information on Shared Service Projects in instructional television is available from

Mr. John Mize
Division of Administrative Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Shared Services
7



Centralized Media Center

With the growth of technology in education, the development of instructional "packages," and an increased reliance on visual and audio materials, the need to make such media accessible to the classroom teacher has gained significance. One widely adopted approach has been the establishment of centralized media centers for several school districts to Share Services.

Media centers have been established to maintain such equipment as motion picture projectors, slide projectors, controlled readers, opaque and overhead projectors, video and audio tape recorders, duplicating machines and even office machines. It has become common practice to purchase frequently used film, slides and tapes for a shared "celluloid library" for clusters of schools which cannot afford the expense of developing such a resource alone.

Some media centers also provide inservice training to teachers in the proper use of media--both the operation of equipment and use of materials.

Centralized Media Centers Now in Operation

Some form of "shared media center" exists in each of the 50 states.

Three-County Center

The Georgetown, Ohio, area schools have developed a Tri-County Supplementary Service Center to provide curricular materials for 21 school districts.

Five-County Center

At the Dalles, Oregon, a comprehensive Regional Educational Services Center has been established to serve all schools in a five-county area. By cooperative purchase of media, "savings up to 25 percent under costs to individual districts have been realized."

Additional information on Shared Service Projects to provide a centralized media center is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Professional Library Service

Most states have some form of "State Library" to provide students or teachers copies of resource or reference works which supplement the local school library.

The establishment of regional library resource centers is a more recent practice. In essence, a number of school districts in close proximity join forces and stock a library for their shared needs. A result has been higher circulation, wider selection of books and a cost less than separately maintained libraries.

Although availability of additional volumes for classroom use was the initial motivation for establishment of central libraries, at least two side effects have resulted:

1. Library centers have begun to provide a "professional library" in educational research and development to keep teachers and administrators abreast of new trends and practices.

2. College staff presenting extension courses and personnel conducting teacher inservice workshops are utilizing the "professional library."

Professional Library Services Now in Operation

Inservice Courses

At St. Cloud, Minnesota, a professional library of mathematics materials is utilized for inservice courses and demonstrations in 15 surrounding counties.

Consultant Services

At Las Vegas, Nevada, selected educational, legal and technical consultant services are provided in conjunction with the development of professional libraries for 17 school districts in Project Innovate.

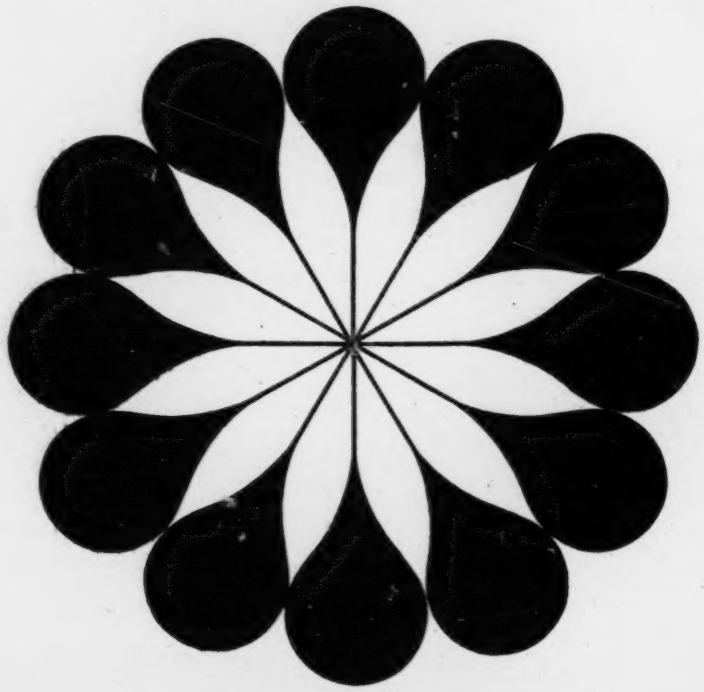
Educational Journal

In Manistee, Michigan, a locally produced educational journal provides teachers from seven rural counties with educational research data.

Additional information on Shared Service Projects to provide a professional library is available from

Mr. John Mize
Division of Administrative Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204



Personnel Recruitment

A major concern of rural administrators and school board members is the availability of qualified staff. An approach for securing more competent candidates for staff vacancies has been developed as a Shared Service.

A regional service unit can design brochures with a "professional" appearance and produce them in volume at a relatively low cost. Being competently designed, the brochure creates an impression--that very important first impression--which develops a positive reaction and stronger commitment to teaching in the region.

By sharing this service, schools also can obtain a much wider dissemination of personnel recruitment information. The local administrator is relieved from the time consuming activity of preparing and mailing vacancy notices.

A Shared Recruiting Program Now in Operation

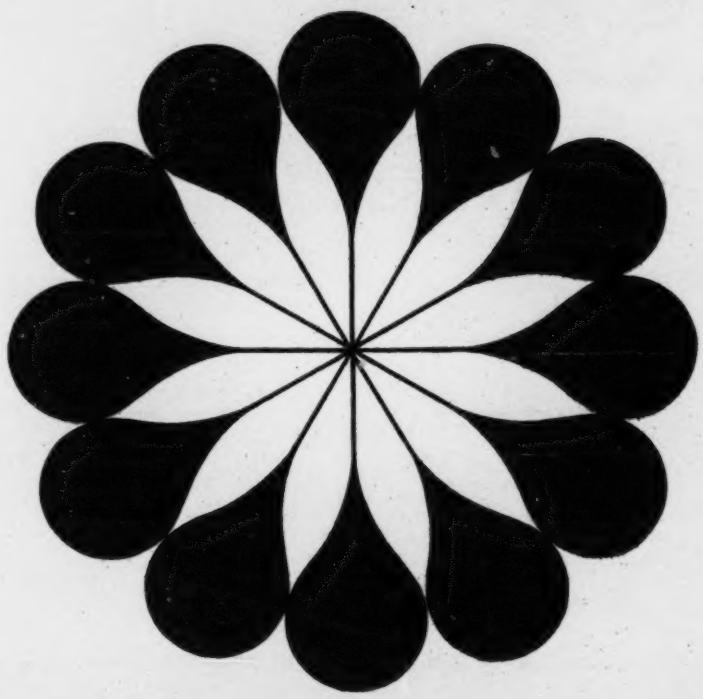
At Plymouth, Wisconsin, brochures pointing out the advantages of teaching and living in the area are designed and produced by Cooperative Educational Service Agency No. 10. Distributed to a wide variety of teacher placement agencies and colleges, the brochure invites teachers to submit applications for teaching positions to the agency. The agency then advises local administrators of personnel who have responded and indicated a desire to teach in the area.

Additional information on Shared Service Projects for personnel recruitment is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Shared Services
10



Consultant Services

The need for a variety of consultants in local school districts has been increased with the development of educational media, the realization that exceptional children can be educated, the increase in federal assistance programs, the increased specialization of elementary teachers in curricular areas, and the design of more effective instructional methods.

Most small school districts, however, are unable to provide the services of consultants in such a wide variety of specialized areas. Not only do small school districts lack the financial resources to provide these consultant services, but often they are also unable to attract such personnel to a remote or rural area.

It has been clearly demonstrated in a number of regions that these problems can be overcome through interdistrict cooperation--that is, through Shared Services.

Shared Consultant Services Now in Operation

Language Arts and Mathematics

At Heber City, Utah, the Northeastern Utah Multi-District Educational Cooperative provides special consultants in language arts and mathematics to its districts. Services are available upon request to one or more teachers, an entire school, an entire department or an entire district.

Imaginative Teaching

At Idaho Falls, Idaho, the Snake River Center for the Improvement of Instruction is attempting to "raise educational standards, encourage imaginative teaching and broaden the concept of the school's function" by making expert professional assistance available to local districts.

Community Expertise

At Everett, Washington, the CORPS for TIM Project is utilizing the skills and knowledge of people in the region to provide supportive services to local schools.

Additional information on Shared Service Projects to provide consultants is available from

Mr. John Mize
Division of Administrative
Leadership Services
Department of Education
State Office Building
Atlanta, Georgia 30303

or Dr. Ray Jongeward
Director of Special Projects
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204